

## Southwood Middle

1110 Southwood Street  
Anderson, South Carolina 29624

**Grades** 6-8 Middle School

**Enrollment** 545 Students

**Principal** Evelyn Murphy 864-260-5205

**Superintendent** Betty T. Bagley 864-260-5000

**Board Chair** Dr. William Mack Burriss 864-224-6384

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	18	27

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 9 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Average	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Average	No

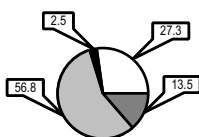
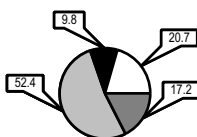
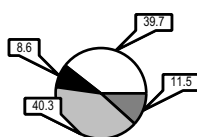
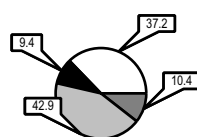
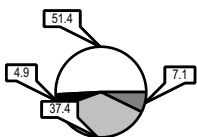
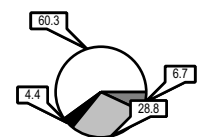
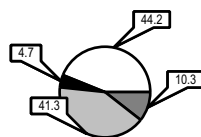
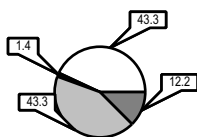
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	90.1
<b>English 1</b>	100.0	83.9
<b>Biology 1/Applied Biology 2</b>	N/A	44.6
<b>Physical Science</b>	N/A	29.1
<b>All Subjects</b>	100.0	84.0

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	546	79.5	22.7	58.3	15.9	3.0	31.3	Yes	No
<b>Gender</b>									
Male	263	74.5	29.4	57.1	11.3	2.3	26.0	N/A	N/A
Female	283	84.1	17.4	59.4	19.6	3.7	35.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	231	82.3	19.3	55.6	21.1	4.1	38.6	Yes	No
African American	302	77.8	24.9	60.4	12.4	2.3	26.7	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	81.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	403	98.5	20.6	59.1	17.0	3.3	33.2	N/A	N/A
Disabled	143	25.9	46.9	50.0	3.1	0.0	9.4	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	546	79.5	22.7	58.3	15.9	3.0	31.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	537	79.3	22.4	58.4	16.2	3.1	31.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	424	77.4	27.1	58.0	12.5	2.4	26.8	Yes	No
Full-pay meals	122	86.9	9.9	59.4	25.7	5.0	44.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	546	82.4	14.1	54.4	19.8	11.7	48.3	Yes	No
<b>Gender</b>									
Male	263	79.1	13.8	53.2	20.7	12.2	50.0	N/A	N/A
Female	283	85.5	14.4	55.4	18.9	11.3	46.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	231	85.3	11.4	46.6	25.6	16.5	56.3	Yes	No
African American	302	80.8	16.4	60.6	14.6	8.4	42.5	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	81.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	403	98.5	12.1	53.8	20.9	13.2	50.8	N/A	N/A
Disabled	143	37.1	30.4	58.7	10.9	0.0	28.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	546	82.4	14.1	54.4	19.8	11.7	48.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	537	82.3	14.1	54.3	19.6	11.9	48.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	424	80.7	15.6	58.0	17.9	8.5	44.3	Yes	No
Full-pay meals	122	88.5	9.7	43.7	25.2	21.4	60.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	546	93.4	39.5	40.4	11.5	8.6	20.1
<b>Gender</b>							
Male	263	90.1	37.3	37.7	14.0	11.0	25.0
Female	283	96.5	41.5	42.7	9.2	6.5	15.8
<b>Racial/Ethnic Group</b>							
White	231	93.1	31.5	37.4	14.8	16.3	31.0
African American	302	94.0	45.6	42.0	9.1	3.3	12.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	403	98.5	27.5	47.0	14.0	11.5	25.5
Disabled	143	79.0	75.0	21.0	4.0	0.0	4.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	546	93.4	39.5	40.4	11.5	8.6	20.1
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	537	93.3	39.6	40.0	11.7	8.8	20.4
<b>Socio-Economic Status</b>							
Subsidized meals	424	93.4	44.1	40.2	9.3	6.4	15.7
Full-pay meals	122	93.4	24.1	41.1	18.8	16.1	34.8

<b>Social Studies</b>							
All Students	546	93.4	37.1	43.0	10.5	9.4	19.9
<b>Gender</b>							
Male	263	90.1	37.3	38.6	11.4	12.7	24.1
Female	283	96.5	36.9	46.9	9.6	6.5	16.2
<b>Racial/Ethnic Group</b>							
White	231	93.5	34.5	37.9	13.8	13.8	27.6
African American	302	93.7	39.8	47.1	7.7	5.5	13.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	403	98.3	26.4	47.8	13.5	12.4	25.8
Disabled	143	79.7	68.5	29.0	1.6	0.8	2.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	546	93.4	37.1	43.0	10.5	9.4	19.9
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	537	93.3	37.5	43.1	10.4	9.0	19.4
<b>Socio-Economic Status</b>							
Subsidized meals	424	93.4	41.8	41.8	8.5	8.0	16.5
Full-pay meals	122	93.4	21.4	47.3	17.0	14.3	31.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	201	100.0	37.8	52.4	9.2	0.5	9.7
	7	164	99.4	29.5	57.5	13.0	0.0	13.0
	8	178	99.4	23.7	48.1	26.3	1.9	28.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	82.3	28.2	47.9	18.3	5.6	23.9
	7	197	76.1	21.2	65.7	11.7	1.5	13.1
	8	163	80.4	17.9	62.4	17.9	1.7	19.7
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	201	100.0	24.3	44.3	22.7	8.6	31.4
	7	164	99.4	17.1	46.6	21.9	14.4	36.3
	8	178	100.0	27.4	49.7	16.6	6.4	22.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	87.6	8.6	46.7	28.3	16.4	44.7
	7	197	78.7	14.1	54.2	21.1	10.6	31.7
	8	163	81.0	21.6	64.7	6.9	6.9	13.8
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	201	100.0	45.9	35.7	9.2	9.2	18.4
	7	164	99.4	45.2	33.6	11.6	9.6	21.2
	8	178	99.4	33.3	40.4	16.0	10.3	26.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	98.4	44.4	32.2	10.5	12.9	23.4
	7	197	88.8	40.3	42.6	10.8	6.3	17.0
	8	163	93.3	32.6	47.5	13.5	6.4	19.9
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	201	100.0	51.9	36.8	7.0	4.3	11.4
	7	164	99.4	43.2	39.7	10.3	6.8	17.1
	8	178	98.9	31.4	42.3	17.3	9.0	26.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	186	98.4	32.7	42.1	9.9	15.2	25.1
	7	197	88.8	45.5	38.1	7.4	9.1	16.5
	8	163	93.3	31.9	50.4	14.9	2.8	17.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 545)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.2%	Down from 11.3%	11.2%	16.7%
Retention rate	1.6%	Down from 6.1%	3.1%	2.5%
Attendance rate	95.1%	Down from 95.3%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	18.9%	Down from 22.9%	2.8%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	16.2%	Down from 19.4%	2.7%	1.0%
Eligible for gifted and talented	7.8%	Down from 10.3%	9.2%	15.6%
On academic plans	41.8%	N/AV	52.6%	39.9%
On academic probation	5.3%	N/AV	1.8%	0.7%
With disabilities other than speech	24.4%	Down from 25.6%	13.0%	12.4%
Older than usual for grade	5.9%	Down from 7.0%	6.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 2.3%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	52.2%	Down from 57.4%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	12.9%	9.1%
Teachers with emergency or provisional certificates	0.0%	Down from 8.1%	12.2%	5.6%
Teachers returning from previous year	86.6%	Up from 81.4%	79.4%	84.6%
Teacher attendance rate	96.2%	Up from 95.1%	94.8%	94.8%
Average teacher salary	\$42,005	Down 0.3%	\$42,005	\$42,267
Prof. development days/teacher	13.2 days	Up from 10.6 days	11.8 days	11.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.4 to 1	19.4 to 1	21.1 to 1
Prime instructional time	90.1%	Up from 89.4%	87.9%	89.0%
Dollars spent per pupil*	\$8,163	Up 12.2%	\$6,969	\$6,243
Percent of expenditures for teacher salaries*	57.7%	Down from 59.1%	57.1%	59.8%
Percent of expenditures for instruction*	61.0%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.0%	Down from 99.0%	96.4%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Since 1967, Southwood, smallest of the three Anderson 5 middle schools, has been considered a community school, and as such, is an integral part of the community. Parents, grandparents, and the community at large feel comfortable visiting our school. Southwood is known as a school where students are valued, and the concerns and opinions of parents are important. The warm and welcoming attitude of the administration, faculty and staff at Southwood helped the school to be named a Red Carpet School for 2005 - 2006 by the State Department of Education.

Our faculty and staff are working hard during and after school in an effort to educate and assist our students in becoming effective, contributing members of society. During the 2005 -2006 school year, language arts, math, science, and social studies teachers have worked diligently preparing and implementing standards based lessons. Integrating technology into our classrooms to make lessons more interesting and interactive for our students was a major goal for the school year. We are proud of the efforts of our faculty and staff in providing our students with opportunities to participate in community service projects as well computer-based remediation in math and reading through our Academy of Math and Reading. We have continued our tutorial program utilizing Beta Club members and have been able to provide teachers to help further assist students in this program. Lunch Bunch has continued to evolve; this school year speakers for 8th grade focused on careers, and 6th and 7th grade speakers focused on decision-making skills and goal-setting strategies.

Our challenges are to continue efforts to emphasize reading and writing instruction in all content areas, to coordinate the academic focus of the before and after-school programs, to increase instructional time for low performing students through creative scheduling, to increase the use of technology by teachers and students to enhance instruction, and to provide staff development to increase teacher proficiency in the use of a variety of instructional practices. Our Literacy Coach has worked with teachers and students to improve and implement effective strategies to enhance the instruction of reading and writing across the curriculum. Southwood was named a Title I school at the beginning of the 2005 - 2006 school year. Title I funds have helped to improve the technology that is available to students and teachers at Southwood. Title I funds will also allow Southwood to be on Modified Calendar for the 2006 - 2007 school year. The modified calendar will allow us to offer enrichment and remediation for our students at the end of each 9-weeks.

We know instinctively that we are a team— students, faculty, staff, parents, and community—that supports each other regardless of the obstacles in order to achieve our goals. We are truly a school of promise! Our motto says it all: We're Soaring to Greater Heights.

Evelyn Murphy, Principal  
Nori Gale, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	49	128	37
<b>Percent satisfied with learning environment</b>	89.8%	67.2%	62.2%
<b>Percent satisfied with social and physical environment</b>	91.8%	65.9%	56.8%
<b>Percent satisfied with school-home relations</b>	59.2%	80.0%	54.1%

\*Only students at the highest middle school grade level at this school and their parents were included.